

technique ; and this may help to make the point still clearer.

The need for such a critique with a proper perspective in regard to the psychological significance of details of behaviour is, I think, shown most clearly in the theory offered by Katherine Bridges, who groups together, under the term "mannerism," such various types of behaviour as thumb-suck-ing, nail-biting, nose-picking, twisting of the clothes, grimacing, rubbing of the eyes, scratching, etc., and masturbation, not, however, to show how these "mannerisms" may be a substitute for genital masturbation, occurring under the pressure of guilt, but (apparently) in order to suggest that masturbation itself is of no greater psychological significance than such "mannerisms" as grimacing and twisting. Moreover, the poverty of her interpretative theories actually makes it possible for her to suggest (apparently) that the specific emotions of fear and anger are not to be seen in the young infant, and are scarcely differentiated until two years of age. This seems again to me a case of eyes blinded by inadequate psychological theory.

This present study, like that of *Intellectual Growth in Young Children*, is based entirely upon the spontaneous behaviour of children in the real situations of their daily social life. Its primary aim is the direct qualitative study of the individual children's feelings and doings amongst their feUoWs, but many of the problems it raises (e.g. the question of normality) are linked up with quantitative issues, and may help to prepare the ground for these.

3. *The Subject-Matter of the Book.* I have called this volume *Social Development in Young Children*, but with regard to its subject-matter there are certain considerations which I feel it important to bring forward at once.

A. In the first place, it is entirely on the ground of practical convenience that I have dealt with the problems of social development separately from those of intellectual growth. In reality, these two aspects of children's life are bound together in the closest intimacy. Those who have read my first volume will remember how much of the children's *discovery, reasoning and thought* was the fruit of their common activities in play, and social in its very texture. The great bulk of the material quoted in *Intellectual Growth* would thus illustrate the children's social development. It